



EdStart - Specialist Education Ltd.

BEHAVIOUR POLICY

Policy Reviewed	September 2022
Review date	September 2023

CONTENTS

1.	Introduction
2.	Role and Responsibilities
3.	Positive Handling and Physical Intervention
4.	Screening Pupils
5.	Acceptable behaviours
6.	Rewards and Sanctions
7.	Curriculum and Behaviours for Learning
Appendix 1	Standard Operating Procedures for Lessons
Appendix 2	Record of Incident Requiring Physical Intervention
Appendix 3	Behaviour for Learning Support Materials

1. INTRODUCTION

EdStart's Behaviour Policy is designed to support the way in which all staff, volunteers, children and young people working for or using EdStart's facilities can work together in a positive and supportive way. It aims to promote an environment where everyone feels valued and respected and strives to ensure that each young person is treated fairly and well. The primary aim of the Behaviour Policy is to become a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and play. This policy supports EdStart's aim in allowing everyone to work together in an effective and considerate fashion.

The policy aims to contribute to the creation of a framework in which:

- High quality learning/play & recreational activity takes place
- Staff, children and young people feel safe and secure.
- Appropriate support is made available
- Children and young people take responsibility for their actions
- Legal requirements concerning child protection and criminal activities are met
- Appropriate behaviours and progress are continuously monitored
- Children and young people understand fully the system of sanctions applied to inappropriate behaviour
- The Governing Body have an appropriate insight and understanding of the behaviour structures and interventions in place

"Parents and children deserve safe, calm learning spaces, and teachers deserve to be equipped with sensible strategies that maximise learning, safety and flourishing"

(Tom Bennett. DfE behaviour expert. 2015)

2. ROLE AND RESPONSIBILITIES

Role of the Governing Body

- The Governing body will establish, in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review.
- It will ensure that it is communicated to students and parents; that it is non-discriminatory and that expectations of all stakeholders are clear.
- Trustees and Governors will support the school in maintaining high standards of behaviour.

Role of the SLT

- All members for the Senior leadership team are responsible for the implementation and day to day management of the policy and procedures.
- They will publish and make explicit the Behaviour Policy to all parents, staff and students.
- The guidance of all responsibilities in respect of promoting good behaviour and procedures will form a key component of staff induction.
- Annual guidance and training is provided for all staff to ensure consistency in dealing with incidents.
- Continual Professional Development is provided when staff needs are identified.

Role of the Teaching Staff

The role of the teaching staff is to ensure that access to high quality learning, social and recreational experiences is not adversely affected by the actions of individual children and young people. A range of sanctions may be applied in the case of persistent disruption or failure to follow instructions.

All forms of bullying (physical and psychological) are unacceptable. Staff will challenge bullying both directly and through the medium of personal and social development work (see Bullying Policy) and while it is accepted that it is very difficult to eradicate bullying, everything that is feasibly possible shall be done to ensure that children attend an environment free from fear.

Children and young people will be encouraged to develop a sense of personal responsibility for their behaviours by various methods including discussions, group work and health & safety awareness.

Staff are required to adhere to the organisations Child Protection guidelines where they perceive a child or young person to be at risk. Staff are required to pass information to relevant bodies when it is known that a child or young person is involved in criminal offences and there are sufficient details available to accurately corroborate such involvement.

- All staff, teachers and support staff, are responsible for maintaining good order at all times; ensuring that all students act in a reasonable, responsible manner, showing respect for self and others.
- It is their responsibility to ensure that the Behaviour Policy and procedures are consistently and fairly applied.
- The Behaviour for Learning Support materials in Appendix 3 should be read by all staff.
- Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.
- All staff are responsible to ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability, or sexuality.
- All staff have a duty to ensure that the concerns of students are listened to and appropriately addressed.

Role of students, parents and Carers

Students and their parents/carers are expected to share with the staff the collective responsibility for promoting positive behaviour.

Students will:

- be polite, well behaved and courteous at all times
- follow the rules
- take responsibility for their own actions
- accept any sanctions which may be imposed in relation to poor behaviour

See Appendix 1

Parents/Guardians are:

- asked to support the implementation of this policy
- asked to read any written communication from EdStart and respond as appropriate
- expected to support the project in the use of any appropriate sanctions following poor behaviour
- invited to attend the project in order to discuss their child's behaviour if required

3. Positive Handling and Physical Intervention

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Handling at Edstart is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour support strategies used.

The aim of the staff at Edstart School is to provide an environment that is safe and secure and through a 'whole school approach' to behaviour, be able to minimise the need for Positive Handling.

However, any situation that threatens the safety of the student, his peers, the staff team or the fabric of the school, will be responded to in a method that is appropriate, reasonable and proportionate whilst limiting the damage to those concerned and enabling the student to recognise the possible need for physical intervention and how he will be supported in acknowledging his anger; how this affects others and the strategies that will be put in place to help him manage his negative behaviour.

Strategies for avoiding incidents:

All staff, through regular Team-Teach training, possess the skills to adopt effective strategies to defuse potential instances of conflict or aggression. Addressing situations in their infancy can be invaluable in managing potentially extreme behaviours. In line with the DoH.DfES RPI Guidance, secondary preventative strategies are applied when 'primary prevention has not been effective'.

Primary Prevention Measures

Communication/verbal advice and support. - Early intervention needs to be assertive but non-confrontational. If students are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact is important as communication needs to be non-threatening, calm and assured. Staff should attend to a student when they are showing signs of agitation/distress/anger and support/advise them according to the situation

Distraction/redirection – is the action of diverting the student's attention from a potentially inflammatory situation to something in which he has an interest e.g., Talking about favourite football team or a pet.

Reassurance – is about supporting, comforting and encouraging a student in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment

Planned ignoring – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment

Time out – this is to allow a student 'space' on their own; to move to a different environment with time to calm down and consider their actions. The student is more likely to calm down without the attention of an audience

Withdrawal – which involves removing the student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This could be in a Quiet Room; with the Headteacher or the SLT Office

Humour – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular student

Calm talking stance – staff should endeavour to maintain a calm, confident and objective approach in conflict situations.

Negotiation/being objective – the ability to listen and talk to students and come to an agreement by setting limits and offering options. This will allow a 'back door exit' from the situation that will help keep their pride and dignity in tact as well as that of the staff member(s) involved

Transfer adult – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of sight might defuse the situation. This should be done, if possible, leaving enough staff to control the situation

Success reminder – remind the student of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good

Support through daily routine – a bored student is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours

Restrictive Physical Intervention & Reasonable Force:

Staff at Edstart are trained in the Team Teach method of Care & Control/Positive Handling which aims to 'promote the least intrusive positive handling strategy and continuum of graded and gradual

techniques with an emphasis and preference for the use of verbal, nonverbal de-escalation strategies being used and exhausted before Positive Handling strategies are utilised' (Team-Teach aims and course objectives).

Restrictive Physical intervention – is an approved management strategy but should only be used as a last resort when all of the above strategies have been exhausted. The 'Use of Reasonable Force 4/2012' Guidance is aimed at Governing Bodies, Head teachers and staff in all schools. The Key Points are as follows:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force
- Senior school leaders should support their staff when they use this power.

When can reasonable force be used?

- To prevent students from hurting themselves or others;
- To prevent students from damaging property.
- To prevent students from causing disorder or breaking a law

Schools can use reasonable force to:

- Restrain a student at risk of harming themselves through physical outbursts.
- Prevent a student from harming another student, a member of staff or to stop a fight
- Remove a disruptive student from the classroom or an activity outside of the school day, where they have refused to follow an instruction
- Prevent a student behaving in a way that disrupts a school event; a school trip or visit → prevent a student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

The DoH/DfES RPI (Risk Assessment) clearly defines the risks involved in applying 'restrictive physical intervention' and the staff through Team Teach training, are skilled in taking the appropriate steps to minimise the risks of injury, pain or distress to both staff and students in line with the Guidance.

Standard 12.5 requires that 'All children and staff are given an opportunity to discuss with a relevant adult incidents of restraint they have been involved in, witnessed or been affected by'.

Standard 12.6 requires that 'A written record is kept of major sanctions and the use of physical intervention.....The record is made within 24 hours of the sanction being applied and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of physical intervention restraint and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice'. (National Minimum Standards 2011)

The school complies with this requirement with a process that provides support, supervision, repair and reflection for all involved. A Resolution Meeting between the staff member(s) involved, a senior manager and the student is held to review the incident: what could have been done differently?

What was learnt from the situation? How to move forward and whether a sanction should be imposed.

All staff should record any incident requiring physical restraint in the:

- Reports of Incidents Involving Physical Intervention
- Sanctions Log (if appropriate)

All information should be signed and dated and if more than one member of staff is involved, their individual account should be recorded to give a full picture of the situation.

See Appendix 2

4. Screening Pupils

We require students to undergo screening when they arrive for school to ensure their safety and the safety of others. We do this using a hand-held metal detector. If a student refuses to be screened, we will refuse to have them on the premises, and this will be treated as an unauthorised absence.

5. ACCEPTABLE BEHAVIOURS

In line with the pre-admit paperwork and behaviour contract signed by school, parent/carer and pupils, student's behaviour is expected to be safe and respectful at all times. Staff will use positive behaviour reinforcement to manage ongoing behaviours.

the follow high level behaviours may require additional sanctions:

- Fighting
- Verbal abuse of staff or fellow students
- Bullying and intimidation
- Vandalism
- Use of illegal substances or prohibited items
- Physical assault upon staff or fellow students
- Persistent disruptive behaviour

This is not an exhausted list and other behaviours may be considered on an individual basis.

- All students will have an individual learning plan and associated risk assessment in place to support behaviours for learning.

6. REWARDS AND SANCTIONS

Rewards:

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest rewards are:

- praise, informal and formal, public and private, to individuals and groups
- written comment on student's work
- written comment/letter to parent informing of good work, attitudes or behaviour
- use of the behaviour points system
- certificates and awards to individuals each term

Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanction
- Group sanctions should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is sanctioned

Sanctions can only include:

- Immediate verbal expressions of disapproval
- warnings
- withdrawal of privileges
- temporary withdrawal from activity
- parental involvement (i.e. letters to parents)

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective.

Physical and/or verbal bullying by adults or young people in this setting will not be tolerated and any such incidents will be addressed in line with the policy as applied to all forms of unacceptable behaviour.

Physical restraint, such as holding, will be used ONLY to prevent physical injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded and the parents/carers will be informed the same day.

In cases where exclusion is used as a sanction the individual concerned will always be offered the right to appeal.

7. CURRICULUM AND BEHAVIOURS FOR LEARNING

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, seating plans, access to resources and classroom displays all have a bearing on the way the students behave. Every classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Where staff are finding recurring issues with certain students or classes we advise that they seek support. It is recognised that from time to time certain students may not meet the required expectations and individual staff should feel confident to ask for other staff to support them on addressing this.

See Appendix 3

Appendix 1

Standard Operating Procedures for Lessons

START:

- Teacher greets students with a warm smile/positive comment until the majority of students are seated.
- Teacher ensures students sit in assigned seating plan place
- Students get out equipment and undertake an appropriate starter activity whilst teacher completes meet and greet.
- Teacher builds on 'Starter Activity', explains objectives and success criteria during planned lesson

DURING:

- During any Q&A: Teacher to employ a range of strategies to ensure all students engage in Q&A sessions. One voice at a time.
- During any group work students are assigned groups and specific roles to fulfil - to ensure all students can engage and are challenged.
- Students should not move out of seats without asking for permission
- '3 strike' system is used for any behaviour issues or where students are not completing work/participating satisfactorily.
- Regular praise and encouragement are given to students.
- No eating or use of electronic equipment in classrooms.
- Students may drink water at the teacher's discretion, but bottles should be in bags.
- Students may not leave the classroom without asking for permission and without supervision.

END:

- Plenary- consolidation of learning.
- Equipment/books are collected.
- Students pack away and classroom is tidied.
- Teacher fills in behaviour card and gives a positive praise to each student.
- Students remain in seats until new teacher arrives for next lesson.

Students are dismissed by teacher at break, lunch and end of the day.

Appendix 2: Record of Incident Requiring Physical Intervention



Record of Incident Requiring Physical Intervention

Name: _____ Date: _____ Time: _____	
Lesson / Period: _____ Location: _____	
Reason for behaviour: (tick) Task Frustration <input type="checkbox"/> Reaction to name-calling / provocation <input type="checkbox"/> Personal issues/problems <input type="checkbox"/> Challenge of adult authority <input type="checkbox"/> Re-emergence of earlier incident <input type="checkbox"/> Not known <input type="checkbox"/>	Give details of reasons for behaviour
Details of behaviour leading up to the measure (what was pupil doing or saying)	
What was the behaviour you witnessed which made Physical Intervention unavoidable: (tick)	
Self-harm <input type="checkbox"/>	Violence towards staff <input type="checkbox"/>
Damage to property/Risk to environment <input type="checkbox"/>	Risk of criminal offence <input type="checkbox"/>
Serious disruption of the learning environment <input type="checkbox"/>	Fighting <input type="checkbox"/>
Attempts to place self in danger/ Risk to self <input type="checkbox"/>	Violence towards pupils <input type="checkbox"/>

Refusal to stop unsafe behaviour

Threat of absconding

Other: _____

De-escalation Strategies used before and during the Physical Intervention: (tick)

Clear warning given Re-assurance/support Limited choices given

Reminded of behaviour expectations Audience removed Responsibilities talk

Change of task Change of location Distraction Staff exchange

Withdrawal offered Appropriate Humour Planned ignoring Calm talking

Negotiation Patience Firm clear directions

Other: _____

Team Teach Authorised holds. Please number in order used.

guiding and escorting		figure of four		wrap to ground kneeling	
friendly hold		one person double elbow		wrap to chairs	
one person single-elbow		two person double elbow		wrap to chairs + leg sweep	
two person single-elbow		wrap hold		half shield	
small person escort		other			

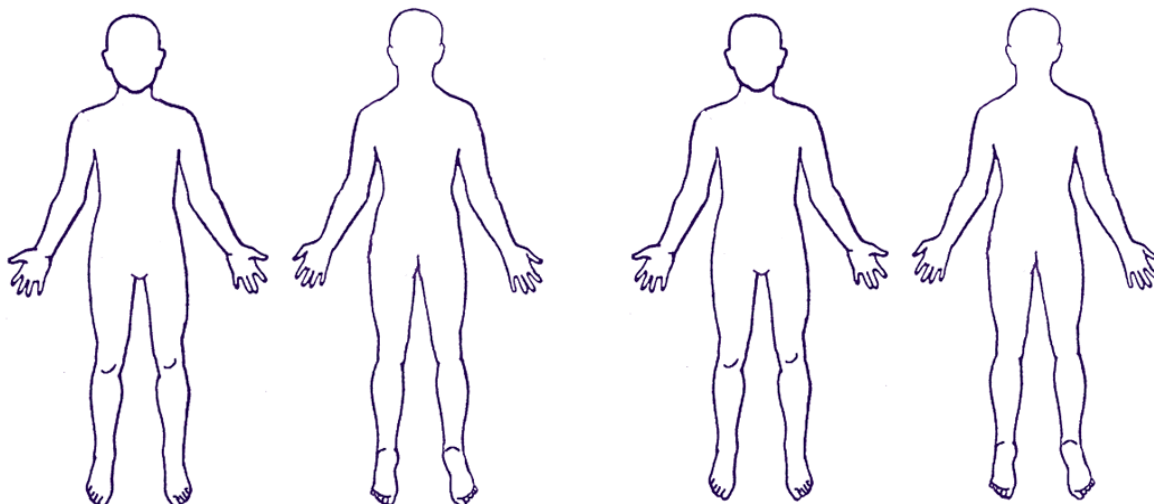
Give details of staff exchanges:

Were ABC (airways, breathing, circulation) monitored throughout PI? _____

Duration of Physical Intervention/restriction: _____ Duration of Intervention overall: _____

Details of any injuries to:

Pupil
Adult



Details of First Aid given? _____

To Whom? _____ First Aider _____ See First Aid Log

How was the Incident resolved?

Review of pupil's Positive Handling Plan & Risk Assessment as a result of this incident: Yes / No

Staff Name (Print) _____ Signature _____ Date: _____

Agreed by Pupil: _____ Monitored by: _____

Behaviour for Learning Support Materials

This booklet supports the behaviour policy. All staff should familiarise themselves with these strategies and ideas for managing behaviour for learning in a pre-emptive and positive manner.

We understand that all members of staff will at some time have difficulty in managing the behaviour of a student and we encourage all members of staff to ask for help and support when it is needed.

“I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised.”

Ginott 1972

Standard Operating Procedure for Lessons

SEE APPENDIX 1

Modelling positive behaviour:

Adults should model the good behaviour they wish to see from students. This includes calmly resolving conflict using the school's behaviour policy.

All adults who work with our students should:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

Mujis and Reynolds (2001) reviewed teacher effectiveness and identified that effective teachers:

- Rarely show anger and model reason.
- Do not over react.
- Use consequences consistently.
- Use meaningful praise regularly.
- Express firmness and express clear expectations.
- Explain well and set challenging, varied and appropriate tasks.
- Communicate the direction of learning (give student a reason to learn), manage more than one 'event' at once.
- Give learners responsibility and choice about their learning.
- Maintain pace and use clearly shared, realistic time limits.
- Do not overtly focus attention on one student but remain aware of the whole class.

Being Assertive:

Staff who develop successful relationships organise the space and time to respond to emerging situations while maintaining progress in the lesson. Effective communication skills are key in achieving this balance and these communication skills are common with assertive staff. An assertive teacher 'states or expresses passively and affirms' and demonstrates the following skills in the classroom:

- Sets clear boundaries.
- States expectations – academic and behavioural.
- Are consistent in approach.
- Effectively combines verbal and non-verbal communication skills.
- Listens to students.
- Values student's opinions.
- Good model of behaviour.
- Humour - with students not at them.

Actively building trust and rapport:

Positive relationships are at the heart of all we do and building rapport with students requires effort, commitment and skill.

In order to influence and guide students it is necessary to enter their world and be aware of their perspective. People achieve more when they are confident and trusting and having confidence and trust encourages risk taking which leads to learning.

Adults can build rapport with students by:

- Learning names.
- Greeting students in corridors during the school day.
- Showing interest in what they do both in the classroom and out of it.
- Show interest in them as human beings.

It is also important to work at repairing and restoring relationships when they have broken down. If experiences in school/in a class are constantly negative and unsuccessful they will undermine the student's ability to be successful. Students will create a model in their head that accepts a lack of success being the norm for them – this will lead to behaviours that avoid risk taking and challenge. These behaviours can be disruptive. As an adult you can alter this. We need to let students know that we respect and value them. Praise the good choices they are capable of making. Catch them being good as it allows them a way back.

Celebrating good behaviour and achievement:

Praise the good choices students are capable of making helps to raise self-esteem, they help students to see that good behaviour is valued.

Celebration can be by:

- Giving verbal praise.
- Using the ATL lesson grades
- Giving achievement points for outstanding conduct, good work and academic achievement.
- Handing out certificates.
- Writing positive names on the board.
- Contacting home praising high standards of behaviour.
- Having a display board in your class to celebrate student achievements.
- Handing out raffle tickets/rewards to students for outstanding conduct, good work, contributions in class and academic achievement.

Language of choice:

The school's consequence system is built around language of choice and creates an important link between choice and consequence. This system allows all students to take responsibility for their behaviour and have opportunities to correct their mistakes.

When we all use this language, students will become used to it. It gives feedback on the choices they are making, letting them know whether they are good or bad choices.

For example, 'The instruction is to sit in your seat. I'd like you to choose to do that now – thank you'. 'If you choose not to finish your work now you will be choosing to finish it at break. Make a good choice and get back to work now.'

The main aim is to create a learning experience; to make a connection in the student's mind between the choices they make and the outcome we create and in this way to influence future choices.

Speaking to Students - things to remember:

- 1. Tone and register.** The temptation when addressing a student who is not meeting school expectations is to speak in a different pitch. Say what you want to happen exactly as you want it to happen. Be straightforward, direct and clear. Keep your voice even and low and try not to scream. Say what you mean clearly.
- 2. Repetition.** If a student questions your instruction repeat what you want them to do again and possibly a third time, not getting drawn into their debate to not follow your request. This shows you are focused on what needs to happen, rather than what they want to happen. E.g. 'No Sam, you need to take your hat off. Sam.... that hat still needs to come off.... We can talk about it later, but right now the hat needs to come off.'
- 3. Serious talk means be serious.** If you need to tell a student off, or if you are advising them of the possible consequences of their behaviour, speak in a tone which is even and stern. Do not deliver the message in a way that suggests you are sorry about it all, as this erodes the sincerity of your belief in what you say.
- 4. Certainty.** If you always do what you say you will, then you will almost never need to shout loudly or repeat yourself. Students learn quickly who shouts a lot but never calls home, who isn't seen as strict but also who always follows through on what they say they will do.

Defusing difficult situations:

- 1.** Keep as calm as possible. Aggression, loud voices, open tempers are often fuel to the flame in an emotional situation.
- 2.** Speak assertively, without aggression or submission. Speak slowly, and just slightly above conversational level, unless the situation demands a blunt response e.g. a fight. However, if you need to use a blunt response, try to not direct it at one person as you may find their aggression is redirected towards you.
- 3.** Summon help as soon as possible. Remember, you work as part of a team!
- 4.** Remove the audience. Get the student away from their peers. This allows the student to focus on you, rather than peer pressure.
- 5.** Use reason when you can. Letting a student cool down before speaking to them often means they are more likely to work with you to resolve the issue
- 6.** Never respond to a threat of any kind with a similar response. At all times, remember your position as a member of staff and try to maintain a sense of composure and dignity. E.g. do not respond sarcastically to a student who is deliberately rude. You do not need to win arguments. Walk away and then follow up with appropriate members of staff.

Always follow up on issues that count:

Always follow up on students' choices with a consequence. As following up shows that you care and what you say is important. Be positive about future behaviour when following up, keep the focus on the behaviour not the personality. Remember you do not need to follow up immediately. Choose your time carefully. Waiting sometimes brings better results.

Talking to parents:

The school gives high priority to developing a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour.

When phoning home or having a meeting with parents think about:

1. How you will start the conversation. If you jump right in with negative comments the parent may become defensive and take the conversation personally. Start with a positive comment and then build in how you would like the student to improve 'John is normally excellent, but he's let himself down and I need your help to get him back on track...'
2. Making contact with parents when things are going well or have improved. This develops your relationships with parents, particularly when you need to have more difficult conversations.

Strategies available to the class teacher to assist with behaviour management:

- Quiet word with student.
- Reprimand or warning.
- Move student within class.
- Speak with student outside of lesson.
- Immediate positive praise for cooperation / good work / good behaviour (positive correction).
- Negotiation of apology.

Pre-empting behaviour through planning:

Teacher Techniques:	Details:
Resource organisation	Model good learning habits, label drawers and resources, provide folders, provide 'if you were absent' catch up sheets. Give clear rules on where to sit, how to get pens/worksheets, give students organisational roles.
Use relevant resources	Make learning real; motivate students through use of music, film clips, TV formats, demonstrations to help students relate to the information they are being given
Link to exams	Tell students how this work links to assessment and why they need it, 'In the exam you will be expected to write a paragraph on this', 'To get a Grade 5 this is vital', Use 'Revision Boxes' in their work.
Prepare students for transitions	Narrate what is going to happen next and why, 'In a moment you are going to share your ideas with a partner', 'there is going to be a rule change in a minute and you won't be able to look at your notes to answer these questions'.
Choice	Give students options, 'you can choose to write this assessment as an essay or a poster which you present to 3 other students', 'you can either answer the questions or design a child's help book to explain the information given'.

Key Strategies to use in the Classroom:

Teacher Techniques:	Details:
Choice	Gives students some control over a situation which is less likely to initiate point blank refusal. 'I want you to get on with your work or (consequence), it's your choice.' 'Are you choosing not to follow the rules on...?' 'Sit over here or next to Peter.'
Take Up Time	Allows student not to lose face. 'Open your book and start work now please Jane, I'm going over to see John who needs some help but I'll be back in a minute to see how you're doing.'
Partial Agreement	Deflects confrontation with students by acknowledging concerns, feelings and actions. 'Yes you may have been talking about your work but I would like you to...' 'Yes it may not seem fair but...'
Catch the being good	Thanking students – let them know what the praise is for e.g. being quiet, lining up, pens down – it tells them what behaviours they can repeat in order to gain praise.
When-then direction	Avoids the negative by expressing the situation positively, e.g. it is better to say 'When you have finished your work then you can...' rather than, 'No, you cannot go out because you haven't finished your work'.
Tactical ignoring	May be appropriate for attention seeking behaviour. This could be an example of secondary behaviour so try to focus on the primary behaviour and focus positive attention on others: 'Well done. You have remembered to put your hand up to answer a question.'
Redirect behaviour	Reminds the student what they should be doing and avoids getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task: 'Okay Marie and Mark we are looking at the water cycle on page 23 of your books'.
Consequences and sanctions	Use of school Consequence System to provide consistent and clear guides, 'Remember the School Rules Mohammed, if you get to C3 I will be giving you a detention'.
Casual comment	'Are you okay Steven? What did you think of...?'
Proximity	Moving nearer to students off task or displaying inappropriate behaviours.
Rule reminder	"Susan, remember we only accept answers from people with hands up." "If you're stopping others from learning, what will happen?"
Deferred consequences	Deal later with a student who is misbehaving and therefore remove the audience (the rest of the class) who are watching the drama unfold and also avoids possible confrontation. Dealing with a student one to one is more likely to have a positive outcome: 'I'd like to sort this out Amy, so let's finish the task and I will talk to you outside the room once everyone knows what they are doing'.
Redirection	"David, what should you be doing?"
'I' statements	"I can see you are upset so when you have calmed down I will listen to

	what your problem is and see if I can help.”
Use praise for learning	‘I like how you are raising questions there.’ ‘You are really focused on the accuracy of these measurements, well done’.
Pace and timings	Ensure there are clear time limits and visible/audible countdowns of that time to give students a sense of urgency.

Use of force or restraining students

Legally staff may use such force as is reasonable to prevent a student from:

- Committing a criminal offence.
- Injuring themselves or others.
- Damaging property, including their own.
- Behaving in a way which is prejudicial to the good discipline and order of the school.

However, unless you have had restraint training the school’s advice is to **never attempt to physically restrain a student. Do not attempt to ‘keep’ students in classrooms by blocking the door.**

Call/send a student to get support and let the student leave the classroom. The student will be picked up by colleagues, helped and then brought back at the appropriate time to resolve the situation.